



## Barnwell 19 School District

297 Pascallas Street  
Blackville, S.C. 29817

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	866 Students	
<b>Superintendent</b>	Dr. Teresa L. Pope	803-284-5605
<b>Board Chair</b>	Ms. Inell Waring	803-284-3217

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	Below Average
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Good	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

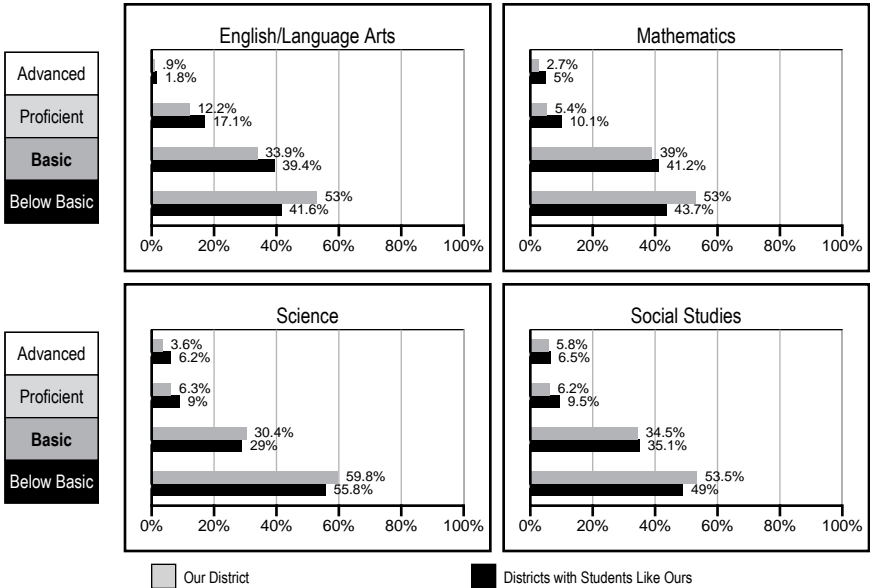
97.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	8	9

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	61.8	68.6	62.9	61.7	66.1	70.8
Passed 1 subtest	13.5	7.8	18.6	17.0	17.5	15.3
Passed no subtests	24.7	23.5	18.6	21.3	16.4	14.0

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	51.0	57.5
English 1	36.3	43.8
Physical Science	12.5	31.8
All Subjects	33.1	45.3

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=866)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	98.9%
Retention rate	6.2%	Down from 8.2%	5.0%	4.0%
Attendance rate	95.3%	Down from 95.6%	95.2%	95.6%
Eligible for gifted and talented	3.1%	Down from 5.0%	5.6%	11.4%
With disabilities other than speech	12.4%	Down from 13.5%	10.3%	10.5%
Older than usual for grade	8.4%	Up from 4.9%	7.2%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	7.7%	Up from 6.7%	1.1%	0.8%
Enrolled in AP/IB programs	7.6%	Up from 6.5%	5.4%	10.3%
Successful on AP/IB exams	N/A	N/A	16.6%	56.0%
Eligible for LIFE Scholarship	20.3%	Up from 10.0%	25.5%	31.1%
Enrolled in adult education GED or diploma programs	1	Down from 4	35	48
Completions in adult education GED or diploma programs	0	Down from 4	11	27
Annual dropout rate	4.4%	Up from 4.0%	3.8%	3.8%
<b>Teachers (n=63)</b>				
Teachers with advanced degrees	46.0%	Up from 44.4%	53.0%	54.8%
Continuing contract teachers	73.0%	Down from 81.0%	58.1%	73.9%
Teachers with emergency or provisional certificates	8.6%	Up from 7.3%	14.3%	5.0%
Teachers returning from previous year	83.8%	Down from 87.9%	83.8%	88.8%
Teacher attendance rate	94.6%	Up from 92.6%	94.6%	94.9%
Average teacher salary	\$40,404	Up 3.7%	\$42,494	\$45,107
Vacancies for more than nine weeks	0.0%	Down from 4.8%	1.3%	0.5%
Professional development days/teacher	20.0 days	Up from 16.3 days	16.7 days	15.2 days
<b>District</b>				
Superintendent's years at district	2.0	Up from 1.0	2.5	3.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 19.5 to 1	18.7 to 1	20.2 to 1
Prime instructional time	87.3%	Up from 86.2%	87.8%	89.1%
Dollars spent per pupil*	\$9,939	Down 1.0%	\$10,078	\$8,666
Percent of expenditures for teacher salaries*	47.0%	Down from 48.4%	47.7%	53.1%
Percent of expenditures for instruction*	51.8%	Down from 53.3%	51.8%	56.5%
Opportunities in the arts	Excellent	Up from Poor	Good	Excellent
Parents attending conferences	94.0%	Up from 88.6%	94.4%	98.2%
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	5.2%	4.3%
Average age in years of school facilities	31 Years	No Change	31 Years	26 Years
Number of schools with SACS accreditation	3.0	Up from 2.0	4.0	8.0
Average administrator salary	\$64,364	Down 0.3%	\$71,864	\$76,032

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	75	88.0%	293	37.9%	81	72.8%	Yes
<b>Gender</b>							
Male	42	85.7%	148	38.5%	47	66.0%	N/A
Female	33	90.9%	141	36.9%	34	82.4%	N/A
<b>Racial/Ethnic Group</b>							
White	15	86.7%	53	52.8%	19	52.6%	N/A
African American	57	87.7%	240	34.6%	61	78.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	11	45.5%	38	13.2%	13	38.5%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	60	88.3%	256	35.9%	68	70.6%	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	88.0%	89.4%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	81	166
Number of Diplomas	59	124
Rate	72.8%	75.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	409	385	453	442	415	393	862	826		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	14.9	14.3	17.1	18.8	17.2	15.6	17.8	17.6	17.0	16.5
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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**School District Governance**

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	29.6 per board member
Percent New Trustees Completing Orientation	100.0%

**District Superintendent's Report**

Our efforts over the past year have centered on a central theme: "Blackville-Hilda Public Schools: Our CHOICE- Creating High Expectations and Opportunities in an Innovative and Caring Environment."

We maintained an attitude of high expectations for ourselves and our students knowing that we get what we expect. The environment throughout our district is student centered with support and appreciation for the parents, staff, and stakeholders who work diligently to provide the opportunities, innovative programs, care, and concern necessary for student success.

We have committed ourselves to continuous improvement and growth. All of our schools were accredited through the Southern Association of Colleges and Schools, Council on Accreditation and School Improvement (SACS CASI) in March 2008. Macedonia Elementary was awarded initial accreditation while Blackville Hilda Junior High and Blackville-Hilda High School were both awarded continuing accreditation. This process afforded the schools an opportunity to examine their programs and set goals for continuous improvement in all areas.

Our retention and recruitment of highly qualified staff and the addition of specialist and consultants were essential to the successful implementation of a standards based curriculum. Professional development at all levels allowed opportunities for growth and the introduction of new strategies and techniques. As always, we worked hard to involve our parents in every aspect of the academic and athletic activities of their children.

As we continue to create the best educational opportunities and environments for our students we know that we will see positive results. We believe in our students and their potential for becoming successful and responsible contributing members of society. It is our choice to work hard to make great things happen for all the students enrolled in Blackville-Hilda Public Schools.

Teresa Larke Pope, Ph.D.  
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

N/A

Title I Schools' School Improvement Status

School	Status
Macedonia Elementary	R

The Barnwell 19 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)**

All Students	361	99.7	52.8	34.0	12.2	0.9	17.3	48.2	No	Yes
<b>Gender</b>										
Male	177	100.0	58.1	29.9	11.4	0.6	15.6	41.7	N/A	N/A
Female	184	99.5	47.6	38.1	13.1	1.2	19.0	55.0	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	79	98.7	37.1	37.1	22.9	2.9	32.9	60.0	No	Yes
African American	272	100.0	57.8	32.9	8.9	0.4	12.4	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
<b>Disability Status</b>										
Disabled	69	98.6	89.1	10.9	N/A	N/A	N/A	16.0	No	Yes
<b>Migrant Status</b>										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>Limited English Proficient</b>										
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	36.6	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	328	99.7	54.0	33.4	11.9	0.7	16.2	34.0	No	Yes

**Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)**

All Students	361	99.7	52.8	39.1	5.4	2.7	16.1	45.8	No	Yes
<b>Gender</b>										
Male	177	100.0	53.3	36.5	6.0	4.2	18.0	45.6	N/A	N/A
Female	184	99.5	52.4	41.7	4.8	1.2	14.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	79	98.7	48.6	38.6	4.3	8.6	24.3	59.0	No	Yes
African American	272	100.0	55.0	38.8	5.4	0.8	13.6	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>										
Disabled	69	98.6	90.6	9.4	N/A	N/A	N/A	17.1	No	Yes
<b>Migrant Status</b>										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>Limited English Proficient</b>										
Limited English	5	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	328	99.7	54.3	37.4	5.6	2.6	15.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
<b>Science</b>										
All Students	240	100.0	59.8	30.4	6.3	3.6	9.8	35.7	95.1	96.1
<b>Gender</b>										
Male	113	100.0	61.3	29.2	3.8	5.7	9.4	37.4	94.9	96.0
Female	127	100.0	58.5	31.4	8.5	1.7	10.2	33.8	95.3	96.3
<b>Racial/Ethnic Group</b>										
White	58	100.0	45.1	37.3	9.8	7.8	17.6	49.2	93.0	96.0
African American	177	100.0	65.5	27.4	4.8	2.4	7.1	17.0	95.8	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	58.0	96.6	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.2	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.4	94.6
<b>Disability Status</b>										
Disabled	48	100.0	93.2	6.8	N/A	N/A	N/A	14.0	95.0	95.1
<b>Migrant Status</b>										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	21.9	93.0	96.4
<b>Limited English Proficient</b>										
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	24.4	93.7	96.8
<b>Socio-Economic Status</b>										
Subsided meals	220	100.0	60.8	30.9	5.4	2.9	8.3	21.1	95.1	95.6

**Social Studies**

All Students	240	100.0	53.5	34.5	6.2	5.8	11.9	34.0	95.1	96.1
<b>Gender</b>										
Male	127	100.0	52.5	34.2	4.2	9.2	13.3	36.6	94.9	96.0
Female	113	100.0	54.7	34.9	8.5	1.9	10.4	31.3	95.3	96.3
<b>Racial/Ethnic Group</b>										
White	46	100.0	48.8	31.7	7.3	12.2	19.5	44.5	93.0	96.0
African American	188	100.0	55.8	34.3	5.5	4.4	9.9	19.1	95.8	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.6	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	27.5	94.2	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.4	94.6
<b>Disability Status</b>										
Disabled	47	100.0	80.4	17.4	2.2	N/A	2.2	14.4	95.0	95.1
<b>Migrant Status</b>										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	22.6	93.0	96.4
<b>Limited English Proficient</b>										
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	27.3	93.7	96.8
<b>Socio-Economic Status</b>										
Subsided meals	217	100.0	56.2	33.0	5.9	4.9	10.8	21.0	95.1	95.6

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample



PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	62	100.0	31.7	46.7	20.0	1.7	21.7
	4	58	100.0	43.9	45.6	10.5	N/A	10.5
	5	58	100.0	52.7	38.2	9.1	N/A	9.1
	6	61	98.4	50.0	44.4	5.6	N/A	5.6
	7	64	98.4	67.2	27.9	4.9	N/A	4.9
2008	8	77	100.0	54.8	38.4	6.8	N/A	6.8
	3	59	100.0	43.1	25.9	25.9	5.2	31.0
	4	63	100.0	52.5	23.7	23.7	N/A	23.7
	5	57	100.0	51.9	46.2	1.9	N/A	1.9
	6	61	100.0	57.9	33.3	8.8	N/A	8.8
2008	7	59	100.0	46.4	44.6	8.9	N/A	8.9
	8	62	98.4	66.0	32.1	1.9	N/A	1.9
Mathematics								
2007	3	62	100.0	56.7	35.0	6.7	1.7	8.3
	4	58	100.0	57.9	29.8	7.0	5.3	12.3
	5	58	100.0	49.1	43.6	7.3	N/A	7.3
	6	60	100.0	38.9	46.3	14.8	N/A	14.8
	7	64	100.0	58.1	41.9	N/A	N/A	N/A
2008	8	77	100.0	60.3	35.6	2.7	1.4	4.1
	3	59	100.0	51.7	32.8	10.3	5.2	15.5
	4	63	100.0	55.9	32.2	8.5	3.4	11.9
	5	57	100.0	55.8	38.5	3.8	1.9	5.8
	6	61	100.0	38.6	50.9	5.3	5.3	10.5
2008	7	59	100.0	46.4	50.0	3.6	N/A	3.6
	8	62	98.4	69.8	30.2	N/A	N/A	N/A
Science								
2007	3	31	100.0	74.2	16.1	9.7	N/A	9.7
	4	58	100.0	63.2	22.8	8.8	5.3	14.0
	5	29	100.0	81.5	11.1	7.4	N/A	7.4
	6	31	100.0	50.0	21.4	25.0	3.6	28.6
	7	64	100.0	72.6	27.4	N/A	N/A	N/A
2008	8	40	100.0	78.4	18.9	2.7	N/A	2.7
	3	29	100.0	41.4	41.4	6.9	10.3	17.2
	4	62	100.0	50.8	30.5	10.2	8.5	18.6
	5	29	100.0	88.5	11.5	N/A	N/A	N/A
	6	31	100.0	67.9	25.0	7.1	N/A	7.1
2008	7	59	100.0	55.4	41.1	3.6	N/A	3.6
	8	30	100.0	73.1	19.2	7.7	N/A	7.7
Social Studies								
2007	3	31	96.8	37.9	51.7	6.9	3.4	10.3
	4	58	100.0	50.9	38.6	7.0	3.5	10.5
	5	29	100.0	71.4	17.9	3.6	7.1	10.7
	6	29	100.0	11.5	61.5	15.4	11.5	26.9
	7	64	100.0	77.4	22.6	N/A	N/A	N/A
2008	8	37	100.0	72.2	27.8	N/A	N/A	N/A
	3	30	100.0	37.9	51.7	6.9	3.4	10.3
	4	63	100.0	40.7	44.1	6.8	8.5	15.3
	5	28	100.0	61.5	30.8	7.7	N/A	7.7
	6	30	100.0	27.6	27.6	20.7	24.1	44.8
2008	7	59	100.0	76.8	23.2	N/A	N/A	N/A
	8	30	100.0	70.4	29.6	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)**

All Students	70	100.0	28.4	38.8	26.9	6.0	40.3	69.7	No	Yes
Male	35	100.0	34.3	40.0	22.9	2.9	34.3	64.6	N/A	N/A
Female	35	100.0	21.9	37.5	31.3	9.4	46.9	74.8	N/A	N/A
White	15	100.0	7.7	53.8	30.8	7.7	46.2	81.7	I/S	I/S
African American	55	100.0	33.3	35.2	25.9	5.6	38.9	53.6	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	19	100.0	76.5	23.5	N/A	N/A	N/A	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	62	100.0	30.5	40.7	23.7	5.1	35.6	55.1	No	Yes

**Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)**

All Students	70	100.0	26.9	37.3	26.9	9.0	44.8	67.2	No	Yes
Male	35	100.0	22.9	40.0	25.7	11.4	42.9	66.3	N/A	N/A
Female	35	100.0	31.3	34.4	28.1	6.3	46.9	68.0	N/A	N/A
White	15	100.0	7.7	30.8	30.8	30.8	69.2	79.6	I/S	I/S
African American	55	100.0	31.5	38.9	25.9	3.7	38.9	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	19	100.0	64.7	23.5	11.8	N/A	11.8	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	62	100.0	30.5	35.6	28.8	5.1	42.4	53.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	92	94.6	92.4	2.2	N/A	N/A	N/A	N/A	N/A	N/A
Male	49	95.9	91.8	4.1	N/A	N/A	N/A	N/A	N/A	N/A
Female	43	93.0	93.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	19	89.5	84.2	5.3	N/A	N/A	N/A	N/A	N/A	N/A
African American	73	95.9	94.5	1.4	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	11	90.9	90.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	79	94.9	92.4	2.5	N/A	N/A	N/A	N/A	N/A	N/A

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	52	98.1	24.0	34.0	34.0	8.0	56.0	70.7
	2008	70	100.0	28.4	38.8	26.9	6.0	40.3	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	52	98.1	32.0	38.0	24.0	6.0	50.0	62.2
	2008	70	100.0	26.9	37.3	26.9	9.0	44.8	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.3%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
Student attendance rate, grades K-8	95.3%	94.0%	Yes

\* Or greater than last year